

History 1302:Y3

History of the United States from 1877

Course Syllabus

**Instructor:** John McLemore

**Classroom Hours:** Daily

**E-mail address:** [jmclmore@odessa.edu](mailto:jmclmore@odessa.edu)

**Emergency contact:** 559-8820

**Classroom:** Odessa College Blackboard

**Communications:** The best method of communication is via e-mail at the above address. As I have no office on the OC campus I have no office hours. I will answer all e-mails within 24 hrs.

**Text:** *The Unfinished Nation 6<sup>th</sup> Edition*, Alan Brinkley, Columbia University, 2010.

**Course Objectives:** As a collegiate level survey course of United States History, this class seeks to examine the evolution of the United States as a country, world power and super power. The class will seek to gain knowledge of the establishment and development of the major political, social, economic, military, and intellectual streams of this nation's history. We will seek to discover the evolving characteristics that have given this country its distinctive history. Since the founding of our country the United States has struggled to provide equality for all its citizens, this course will examine the where, when, who, and how of that struggle. We will examine the changes this country has gone through in the "American Century," the 20<sup>th</sup> Century. We will also effort to achieve the General Education Curriculum Goals for American History Survey Courses as listed below:

- Examining social institutions and processes across a range of historical periods, social structures, and cultures
- Analyzing the effects of historical, social, political, economic, cultural, and global forces on the area under study
- Comprehending the origins and evolution of the United States with a focus on the growth of political institutions, the U.S. Constitution, federalism, civil liberties, and civil and human rights
- Understanding the evolution and current role of the United States in the world
- Differentiating and analyzing historical evidence and differing points of view
- Recognizing and applying reasonable criteria for the acceptability of historical evidence and social research
- Identifying and understanding differences and commonalities within diverse cultures

***History, as a discipline, is reading and writing intensive and as such this course will be no different.*** However, as technology has made the society and educational system we live in more visual we will attempt to make this course somewhat more visual itself.

## **Introduction of John McLemore...**

As an instructor of American History, I believe it is important to look at history in as many different views as possible so we can form our own opinions. I believe there are some names and dates that are vital and must be learned because they help form a foundation of cause and effect and cause and effect is how I look at history. As we move through the semester I hope students will be able to discern the causes of different events and trends that have had long range effects. Our look at history will examine the social, political, institutional, and governmental changes that have come from the various causes and effects during the last one hundred and twenty five years of United States History. It is my goals, as an instructor, to have students advance their reading, writing, and thinking skills in an effort to form their own opinions about United States History. The ability to form intellectual opinions on the various events of history allows students to become better citizens.

### **Requirements to be successful in History 1301**

- Login in to the course at least three days a week
- Make sure all assignments are completed and submitted by assigned due dates
- Participate in all discussion board postings (participation is not “good answer” or “I agree”).
- Do all the work in the required font size, type and format
- Use only Word document for any assignment that require writing.
- Use proper Netiquette when posting in the discussion board realizing that the instructor reads all discussion board postings.

### **Netiquette Requirements**

1. All language used in discussion and in writing documents will be correct and proper—not foul language or abusive language will be tolerated for any reason—(foul language and abusive language will be defined by the instructor—but it is meant to hurt feelings, belittle, or embarrass then it is improper.
2. Text language will not be accepted in postings concerning discussion board assignments—personal comments between students text language will be permitted—please remember this distinction in class wide postings.

### **Required Computer Tools:**

- Computer with speakers and a microphone
- Internet access—a solid connection
- Ability to send/receive email

- Ability to browse the Internet
- Ability to attach documents
- Ability to cut and paste material into Word documents
- Ability to send/receive discussion postings

## **Course Assignments**

**1 Movie Reviews**—explained at the bottom of this syllabus. The movie must fall in the time period between 1877 and 2012. The movie list handout is not all encompassing but any movie picked not on the list must be approved.

**12 Political Cartoons**—demonstrated and explain at the end of this syllabus. These cartoons cannot be the same as ones in the textbook. There will be three cartoons due for each module.

**Discussion Board Opportunities**—each module will provide an opportunity for students to interact with their classmates. This interaction will be done through discussion in the discussion board section of the course. Each module will have a question or comment posted by the instructor and that will be the starting point for interaction. Students will post their thoughts and ideas about the question and everyone will respond to two other postings by their classmates. Proper netiquette will be observed and will count toward the score. Conversation is just that—conversation and comments like “I agree” or “you’re right” are not responses that will score with the instructor. By and large the discussion postings will be open ended but you thoughts should be organized and in complete sentences—no text language. Each opportunity is worth 25 points for a total of 100.

There will be **one major exam** in this course. It is already scheduled and will come on **May 8** as posted on the assignment sheet. The exam will be the Final and it will be comprehensive in nature—there will be a review provided for the final 10 days in advance to help students prepare for the exam.

The semester will move more quickly than one anticipates and procrastination will only cause hardships for those that choose to wait till the last minute to do the work. You have ample time to get this work done—please choose to get it done so not to cause problems or penalties to be incurred. Internet courses may be self-paced, to a point, but there are due dates and deadlines and penalties for the ones that are missed.

**GRADES:** There is no curve in this course or extra credit.

**1 essay exams will be worth 200 points each = 200**

**12 Political cartoons are worth 25 each for 300 points**

**1 Movie Reviews are worth 100 each for 100 points.**

**4 Discussion Board participation opportunities worth 25 points each for 100 points**

A = 630 to 700 points

B = 560 to 629 points

C = 490 to 559 points

D = 420 to 489 points

F = anything below 420 points

**Academic Integrity:** All students are responsible for adhering to a certain standard of behavior when it comes to honesty and plagiarism. Any student who engages in scholastic dishonesty, which includes, but is not limited to cheating, plagiarism, and collusion will receive an “F” for the course. Academic dishonesty is unacceptable and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with Odessa College’s regulations and procedures. Any student violating this policy will be removed from this class.

**ASSIGNMENTS:**

**Module I**.....completed by February 16

1. Three Political Cartoons
2. Discussion Question

**Module II**.....completed by March 9

1. Three Political Cartoons
2. Discussion Question

**March 10**.....**SPRING BREAK!!!**.....March 17

**Module III**.....completed by April 6

1. Three Political Cartoons\
2. Discussion Question

**Module IV**.....completed by April 27

1. Three Political Cartoons
2. Discussion Question

**Final Exam Review Posted**.....April 29

**Movie Review** .....submitted by May 4

**Final Exam** .....Opens May 7 @ 6 am until May 8 at midnight

## Movie Review

As students prepare to write their movie reviews it would be helpful to go over the guidelines in this printout. I would remind each of you that this review is not about the plot of the movie but the history in the movie. We are using film to obtain an accurate visual of the history that is presented in our textbook. Therefore your review should be able to answer at least three of the following four questions after the instructor has read it.

**The following list is approved for each unit for students to use for their movie reviews. If a student has another movie they would rather review then it must be approved by the instructor. One movie review is due August 6<sup>th</sup>.**

**All writing projects must be written in well thought complete sentences. All assignments are to be typed and double spaced. All assignments should around two pages—this is a maximum. They can be shorter but not much shorter—all work is scored on quality not quantity.**

**All assignments will answer the following questions—your topic may not answer all but it should address most of them.**

- 1. Does your film cover a definitive period of History**
- 2. Does the film portray this period accurately as compared to your textbook.**
- 3. Does the film reflect the dress, language and lifestyle correctly**
- 4. Does the film define an event in History or a period of time?**
- 5. Would you say the film's portrayal of attitudes of this time frame where correct?**
- 6. Overall does the film allow for historical thinking or does is it to much Hollywood and not enough history.**

### **Movie suggestions:**

All Quiet on the Western Front  
Behind the Line  
Funny Girl  
It's a Wonderful Life  
Paper Moon  
O Brother Where forth are Thou?  
Wizard of Oz  
Cinderella Man  
Dirty Dozen  
A Bridge to Far  
Battle of the Bulge  
Wings  
Mister Roberts  
From Here to Eternity  
The Longest Day  
Stalag 17  
Tora! Tora! Tora!  
American Graffiti

Cinderella Man  
Great Gatsby  
Grapes of Wrath  
Bonnie and Clyde  
Road to Perdition  
The Color Purple  
Mr. Smith Goes to Washington  
A Beautiful Mind  
Patton  
The Big Red One  
Band of Brothers (any)  
Letters from Iwo Jima  
Great Escape  
Saving Private Ryan  
Run Silent Run Deep  
Red Tails  
Pearl Harbor  
Wall Street

The Way We Were

Nixon

The Big Lift

Thirteen Days

Ice Station Zebra

Dr. Strangelove or: How I Stopped Worrying and Love the Bomb

**All the President's Men**

Mississippi Burning

Malcolm X

The Deer Hunter

Good Morning Vietnam

Green Berets

Air America

We Were Soldiers

War Games

Black Hawk Down

Same Time Next Year

Forrest Gump

W.

The Missiles of October

The Hunt for Red October

Seven Days in May

**Remember the Titans**

JFK

A Bright Shining Lie

Full Metal Jacket

Manchurian Candidate

The Killing Fields

Platoon

Uncommon Valor

Three Days of the Condor

Heartbreak Ridge

M\*A\*S\*H (the movie)

A Picture is worth a 1,000 words...Political Cartoons



Creating editorial cartoons is one way opinions about current events are communicated to the general public. Editorial cartoons are graphic analyses that use drawings, words, symbols, exaggeration and humor to convey an idea or message. In the past these cartoons could influence public opinion even among less literate segments of society. While some cartoonists use them to portray the “ills” of society, others use them in an attempt to prescribe “cures” as well. Editorial cartoons can provide excellent sources of information about the past and present.

**Students will study the following terms to help analyze or explain their cartoons. They will answer the questions found at the end of the defined terms.**

### **Symbolism**

After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.

Sometimes cartoonists overdo, or **exaggerate**, the physical characteristics of people or things in order to make a point.

**Exaggeration** When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

Cartoonists often **label** objects or people to make it clear exactly what they stand for.

### **Labeling**

Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?

An **analogy** is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.

### **Analogy**

After you’ve studied a cartoon for a while, try to decide what the cartoon’s main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist’s point more clear to you.

**Irony** is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.

### **Irony**

When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Once you've identified the persuasive techniques that the cartoonist used, ask yourself:

- What is the general subject of the cartoon?
- Who are the characters and what do they represent?
- What symbols are used and what do they represent?
- What outside knowledge and facts do you know about this subject?
- What is the cartoonist's opinion about the topic?
- What techniques did the cartoonist use?
- Do you agree or disagree with the cartoonist's opinion? Why?

All Political Cartoons are to be cut and pasted onto a Word Document and the questions above are to be addressed on the same document in size 12 New Times Roman font. The document will be saved in a Rich Text Format (rtf) and then submitted via attachment in the assignment section of the course.